Course Title – Science Fiction

Implement start year – 2014-2015

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Unit #2, topic - Dystopia

Students will be able to compare the uses of science, technology, and governmental control from various futuristic and dystopian novels against those same elements of modern day society to determine risk factors, tipping points, and possible consequences.

Stage 1 – Desired Results

Established Goals

2009 NJCCC Standard(s), Strand(s)/CPI #
(http://www.nj.gov/education/cccs/2009/final.htm)
Common Core Curriculum Standards for Math and English
(http://www.corestandards.org/)

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text

W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

21st Century Themes
(www.21stcenturyskills.org)

☒ Global Awareness
☒ Financial, Economic, Business and
 Entrepreneurial Literacy
☒ Civic Literacy
☐ Health Literacy
☐ Environmental Literacy

21st Century Skills

Learning and Innovation Skills:
☒ Creativity and Innovation
☒ Critical Thinking and Problem Solving
☒ Communication and Collaboration

Information, Media and Technology Skills:
☒ Information Literacy
☒ Media Literacy
☒ ICT (Information, Communications and
 Technology) Literacy

Life and Career Skills:
☒ Flexibility and Adaptability
☒ Initiative and Self-Direction
☒ Social and Cross-Cultural Skills
☒ Productivity and Accountability
☒ Leadership and Responsibility

W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Enduring Understandings:

Students will understand that . . .

EU 1
Speculating about the future, specifically the use and abuse of science and technology, can help us to better understand our society today.

EU 2
Attitudes about the societal roles and expectations concerning gender, class, race, etc., are reflected in the science fiction of a culture.

EU 3
All dystopias utilize an element of control and manipulation over their citizens.

EU 4
The true nature of a dystopian society is only revealed when individuals risk everything to expose it.

Essential Questions:

EU 1
- How has the use of modern day technology or science changed/evolved in the futuristic society?
- What is the original science or technology that forms the basis for the changed/evolved form in the futuristic novel?
- Has science or technology ever been used without a regard for future consequences?
- How has society been affected by the use or misuse of technology?

EU 2
- What affects or influences the creation of gender roles?
- How does class structure change from what it is today to how it operates in the future?
- How have controversies changed concerning race and equality?

EU 3
- What is a dystopia?
- What elements are necessary for a utopia to become a dystopia?
- How do governments use technology or other resources to exert control over the populace?
- How do governments manipulate the populace into believing that oppression is for their own good?

	EU 4 • How can a dystopian government be exposed and, ultimately, defeated? • What characteristics do the protagonists in dystopian fiction share?
Knowledge: *Students will know . . .* *EU 1* • Observations about the use of technology in our society as well as fictional societies • Evidence of the abuse of technology by the individual and society • Historical context of novel and author's intent *EU 2* • Knowledge of modern day gender, class, and racial roles. *EU 3* • Evidence of the abuse of technology by the individual and society • Characteristics of governmental systems • Rhetorical strategies and propaganda techniques • The rhetorical triangle, three appeals, occasion, context, purpose *EU 4* • The stages of Campbell's Heroic Journey • Methods of character development • Freytag's Pyramid (Plot Diagram) • The cause and effect of societal tipping points	**Skills:** *Students will be able to . . .* *EU 1* • Identify emerging science and technology • Evaluate how science and technology is utilized in current society versus the fictional future. • Hypothesize the dangers that could arise if science and technology is abused. *EU 2* • Define how gender roles have changed from history to modern day. • Use valid online resources to develop reasons behind changes in class, race or gender expectations. • Evaluate validity of the novel's future through discussion of news and events from today's society. *EU 3* • Identify abuses of citizens by their own government in modern day society. • Use online sources to evaluate responses to government manipulation and control. • Critique real and fictional propaganda for rhetorical success and propaganda techniques. *EU 4* • Apply Campbell's heroic journey to the details of the story • Use Freytag's Pyramid to identify conflict and climax • Analyze thoughts, words, and actions of the protagonist in order to compare with other dystopian protagonists. • Determine tipping points and risk factors from real world societal collapse.

Stage 2 – Assessment Evidence

Recommended Performance Tasks: *Each unit must have at least 1 Performance Task. Each EU must be addressed in a performance task. Consider the GRASPS form.*

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Quiz on plot, characters, and thematic content of stories
- Student response during analysis of propaganda
- Read essential questions and apply to content
- Student collaboration as they use the heroic journey to outline stories

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- Using a circle of texts, journals, and internet resources, demonstrate how two different historical governments show similarities in exerting control over the populace. (A)
- Make connections concerning government control and manipulation between historical societies, current society and fictional dystopias. (A)
- Hook students with discussion of control, manipulation, and observation, by looking at modern day abuses. ie. Snowden, tracking, etc. (A)
- Analyze use of propaganda in current society for message and purpose. (A)
- Model propaganda posters from World War II and break down as they relate to the rhetorical triangle, SOAPS, three appeals, etc. (M)
- Do now activities that formalize a recognition of government or private corporation actions toward control and manipulation. (A)
- Examine cause and effect of propaganda in fictional dystopias. (M)
- Evaluate propaganda posters from World War II and gauge effectiveness. (M)
- Utilize Freytag's pyramid to map out and break down the major driving force behind fictional dystopias. (M)
- Alter propaganda to change the audience with gender, race, class, etc. in mind. (T)
- Create propaganda based on products today. (T)
- Use guided practice to create a fictional dystopia. (T)
- Expand upon student created fictional dystopia with an indepth incorporation of a protagonist's journey using Campbell's Heroic Journey as an exemplar/guide. (T)